DOCUMENT RESUME

ED 462 328 SO 032 746

TITLE	Teacher's Guide to Independence National Historical Park.
INSTITUTION	National Park Service (Dept. of Interior), Philadelphia, PA. Independence National Historical Park.
PUB DATE	2000-00-00
NOTE	62p.
AVAILABLE FROM	Independence National Historical Park, 313 Walnut Street, Philadelphia, PA 19106. For full text: http://www.nps.gov/inde/education/Guide.htm.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Heritage Education; *Historic Sites; Intermediate Grades; Middle Schools; *National Parks; Primary Sources; Revolutionary War (United States); Social Studies; Thematic Approach; *United States History
IDENTIFIERS	Independence National Historical Park PA; Site Visits

ABSTRACT

Independence National Historical Park, located in Philadelphia, Pennsylvania, is operated by the National Park Service. The park was authorized by an Act of Congress on June 28, 1948, and formally established on July 4, 1956. The mission of Independence National Historical Park is to preserve its stories, buildings, and artifacts as a source of inspiration for visitors to learn about the ideas and ideals that led to the American Revolution and the founding and growth of the United States. The Park's significance lies in the fact that it preserves and interprets many of the historic buildings and artifacts associated with the nation's founding including: Independence Hall, Congress Hall, Old City Hall, the Liberty Bell, the First and Second Banks of the United States, Franklin Court and others. The purpose of this teacher's guide is to provide teachers with the information needed to plan, conduct, and follow up their visits to the Park, and to ensure that the visits complement classroom instruction in curriculum areas related to the Park's themes. To accomplish this, the teacher's guide is divided into two parts. Part 1 contains general information on visiting the park. Part 2 summarizes the park's themes, offers suggested lessons and activities expanding upon these themes, and provides a bibliography of age-appropriate reading material. The lessons contained in the teacher guide are targeted specifically toward fourth through sixth grades. Many of the activities, however, can be adapted for other grades. (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 462 328

The National Park Service

Teacher's Guide to Independence National Historical Park

Independence National Historical Park
313 Walnut Street
Philadelphia, PA 19106

http://www.nps.gov/inde/education/Guide.htm

PARKS AS CLASSROOMS

2000

SO 032 746

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Teacher's Guide to Independence National Historical Park

Table of Contents

Part I. General Information

Introduction

A. Park Description

B. Significance of the Park

C. Bus Loading and Unloading Zones

D. Bus Parking

E. Logistics

F. Hours and Admission

G. Park Maps

H. Park Movie

I. Preparing For Your Visit

J. Behavior

K. The Day of Your Visit

L. Bookstores

M. Evaluation

N. Bibliography

Part II: Park Themes

Theme I: Independence Hall and Related Park Structures

LESSONS:

good and bad effects. Research and debate the proposal that: All genetic engineering of foods and animals should be stopped immediately.

5. The Greatest Event in the History of the World?
   - Discuss: Do you agree or disagree with Karl Marx's statement that the Spanish Conquest was "the greatest event in the history of the world?" What effects has it had on YOUR life?

6. Dia de la Raza
   - Write a proposal about how October 12, Columbus Day in the United States, or Dia de la Raza in Mexico, should be commemorated to both remember the past, but also move forward, together, into the future.

4

Unit 1 Lesson 1: "A Walk Through Independence National Historical Park"

Unit 1 Lesson 2: "Independence Hall"

Theme II: : The Evolution of the American Idea of Democratic Government

LESSONS:

Unit 2, Lesson 1: "Constitutional Compromises "

Unit 2, Lesson 2: "The Declaration of Independence "

Theme III: Benjamin Franklin

LESSONS:

Unit 3, Lesson 1: "The Life of Benjamin Franklin "

Unit 3, Lesson 2: "Franklin Quotes "

Theme IV: Eighteenth Century Philadelphia

LESSON:

Unit 4, Lesson 1: "Remember the Ladies"

Theme V: The Liberty Bell

LESSON:

Unit 5, Lesson 1: "The Liberty Bell: From Obscurity to Icon" http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/36liberty/36liberty.htm

Teacher's Guide to Independence National Historical Park

Part I General Information

INTRODUCTION

The purpose of the Teacher Guide is to provide teachers with the information they need to assist in planning, conducting and following up their visits to the park, and to ensure that the visits complement classroom instruction in curriculum areas related to the park's themes. To accomplish this, the Teacher Guide is divided into two parts. Part One contains general information on visiting the park. Part Two summarizes the park's themes, offers suggested lessons and activities expanding upon those themes, and provides a Bibliography of age appropriate reading material. The lessons contained in the Teacher Guide are targeted specifically toward fourth through sixth grades, however; many of the activities can easily be adapted for other grade levels.

A. Park Description

Independence National Historical Park is operated by the National Park Service. The park was authorized by an Act of Congress on June 28, 1948, and was formally established on July 4, 1956. The mission of Independence National Historical Park is to preserve its stories, buildings, and artifacts as a source of inspiration for visitors to learn more about the ideas and ideals that led to the American Revolution and the founding and growth of the United States.

B. Significance of the Park

The park's significance lies in the fact that it preserves and interprets many of the historic buildings and artifacts associated with our nation's founding including: Independence Hall, Congress Hall, Old City Hall, the Liberty Bell, the First and Second Banks of the United States, Franklin Court and others.

C. Bus Loading and Unloading Zones

Buses should load and unload in front of the Park Visitor Center on 3rd Street between Walnut and Chestnut Streets. Buses may also load and unload on the east side of 5th Street between Market and Arch Streets. Loading and unloading on Market Street in front of the Liberty Bell Pavilion or on Chestnut Street in front of Independence Hall and adjacent buildings is prohibited.

D. Bus Parking

Free bus parking is available along the west side of 5th and 6th Streets between Callowhill and Spring Garden Streets. To reach the bus parking area from the park Visitor Center, follow 3rd Street north to Callowhill Street and turn left. Follow Callowhill two blocks and turn right onto 5th Street. Parking is available on the left side of the street. To reach the bus parking from the 5th Street loading zone, follow the green on white signs north on 5th Street. Be sure to stay in the right lane and take the tunnel under the Benjamin Franklin Bridge. The entrance to the tunnel is between Arch and Race Streets. Bus parking is available between Callowhill and Spring Garden Streets.

E. Logistics

1. Restrooms: Restrooms are located on either side of the Liberty Bell Pavilion on Market Street, in Franklin Court adjacentto the entrance to the Post Office, in the Visitor Center and in the Second Bank of the United States.

2. Water Fountains: Water fountains are located in the Visitor Center, Franklin Court (next to the restrooms), the Second Bank of the United States, outside the rest rooms adjacent to the Liberty Bell Pavilion, and on the west side of Independence Hall.

3. Lost and Found: Located at the information desk in the Visitor Center.

4. Refreshments: There are numerous dining establishments located adjacent to the park. Picnicking is permitted in the park, providing care is taken to discard trash in the receptacles provided. Seating for picnicking can be found in the park area between the Liberty Bell Pavilion and Independence Hall and in Franklin Court. Food and drink are not permitted in any of the park buildings.

F. Hours and Admission

Most park buildings are open daily from 9:00 a.m. to 5 p.m.; in the summer the hours of some buildings are extended. You can obtain seasonal information on park hours of operation and park programs by calling the Visitor Center at (215) 597-8974 or (215) 597-1785 for TTY/TDD services, or by checking the park's website at: www.nps.gov/inde

Admission fees of $2.00 are charged for persons over 16 years of age to visit the Second Bank of the United States and for tours of the Todd and Bishop White houses (both houses are included in the tour fee). Admission is free to all other park buildings.

G. Park Maps

Park maps are available free on site and one can be mailed to you or can be

downloaded from the park web site at http://www.nps.gov/inde/education/Guide.htm Sharing maps is encouraged. If you wish to have maps in bulk and/or in advance, they can be purchased through Eastern National, a non-profit partner of the NPS, (215) 597-2569. Maps are sold in bundles of 25 @ $6.25 plus shipping costs. Call Eastern National for information.

H. Park Movie: Independence

Some groups find it helpful to view the movie, Independence, before their visit to the park so they can spend more time seeing the sites. The movie is available on videocassette. It is sold in the park museum shops by Eastern National (215) 597-2569. It is also available for loan to education and community groups. This service is free, except for the cost of return postage. Call the Visitor Center (215) 597-8974 for loan information.

I. Preparing For Your Visit

The prerequisites for a safe and enjoyable visit to Independence National Historical Park are proper planning and adequate supervision. As a minimum, one chararone should be provided for every ten students. Students should understand both how the trip relates to classroom activities and what behavior is expected of them. Before visiting the park, students should beadvised of the following:

Caution should be exercised when crossing streets. The park is situated in the heart of the city of Philadelphia, and manybusy streets intersect the park.

Use caution when walking through the park, many of the walkways are cobblestone slate and brick.

Do not bring food, drink or chewing gum into park buildings.

Students may take cameras. Photos are permitted in all of the park buildings, however, flash photography is discouraged in the Great Essentials Exhibit. Leave radios behind, as they can be distracting.

J. Behavior

Chaperons are responsible for ensuring that students are supervised at all times. Students are to be instructed not to talk (except to ask or answer questions) during the ranger presentations in the Liberty Bell Pavilion and in Independence Hall; there are frequently large crowds visiting these sites and good listening skills are essential.

K. The Day of Your Visit

Whenever possible try to arrange your visit to the park during the months of September through March; the park has fewer visitors during these months, and the absence of crowds will make your visit more enjoyable. Weekdays in April, May and early June, especially 9:00 a.m. to 3:00 p.m., are traditionally times of very heavy visitation by school groups. Waiting times vary, but if visiting during these times, plan for about a 30 - 60 minute wait for Independence Hall, 20-30 minutes for the Liberty Bell, 15-20 minutes for Congress Hall, the Franklin Court Underground Museum, and the Printing Office. Entry to all buildings is on a first come first served basis, reservations are not accepted. Groups must remain together in lines; a few people may not hold places for others in a group.

Be flexible. Visit in small groups to avoid crowds. Check out some of the more than two dozen sites in the park and neighborhood. Provide choices for what should be seen and understand that if students are instructed that they absolutely must see Independence Hall and there is a long line that day, it may be the only thing they are able to see on the trip.

If your class has always visited in the spring, visitation is not always like this! Consider scheduling a class trip for other seasons or for late in the day to avoid the crowds.

L. Bookstores and Museum Shops

There are several museum stores in the park in which to buy souvenirs, books, teacher materials and film:

The Visitor Center Museum Shop - this store has the largest selection of books and objects relating to 18th century American and the American Revolution. In the Visitor Center at Third and Chestnut Street.

America's National Parks Museum Shop - carries items from NPS sites across the United States. On Chestnut Street, between Third and Fourth Streets.

Franklin Court Museum Shop - has things related to Benjamin Franklin. 314 Market Street.

The Declaration House carries items relating to the Declaration of Independence and Thomas Jefferson. Seventh and Market Streets.

The Franklin Court Printing Office has items for sale that were printed on the reproduction printing press. 320 Market Street.

M. BIBLIOGRAPHY

All books contained in this bibliography are written for children between the ages of 9 and 12. Historical novels are coded with the abbreviation HN. Books marked with an * are available in the park's bookstore

I. BIOGRAPHY

O'Brien, Steven. Alexander Hamilton (World Leaders: Past and Present). Chelsea House, 1989

Vail, John J. Thomas Paine (World Leaders: Past and Present). Chelsea House, 1990

Meltzer, Milton. Tom Paine: Voice of Revolution. Franklin Watts, Inc., 1996

*Fritz, Jean. Where Was Patrick Henry on the 29th of May? Paper Star, 1997

Millender, Dharathula H. Crispus Attucks: Black Leader of Colonial Patriots. Aladdin Paperbacks, 1986

Simmons, Clara Ann. John Paul Jones: America's Sailor. U.S. Naval Inst., 1997

Farley, Karen Clafford. Samuel Adams: Grandfather of His Country (American Troublemakers). Raintree/Steck Vaughn, 1994

Peterson, Helen Stone. Abigail Adams (Discovery Biographies). Chelsea House, 1991

*Wagoner, Jean Brown. Abigail Adams: Girl of Colonial Days (Childhood of Famous Americans). Aladdin Paperbacks, 1992

Brill, Marlene Targ. John Adams: Second President of the United States (Encyclopedia of Presidents). Children's Press 1987

Sandak, Cass R. The John Adamses (First Families). Crestwood House, 1992

*Lawson, Robert. Ben and Me: A New and Astonishing Life of Benjamin Franklin as Written by His Good Mouse Amos. Little Brown & Co., 1988

*Cousins, Margaret. Ben Franklin of Old Philadelphia (Landmark Books). Random House, 1987

Parker, Steve. Benjamin Franklin (Science Discoveries). Chelsea House, 1995

Looby, Christopher. Benjamin Franklin (World Leaders Past and Present). Chelsea House, 1990

Feldman, Eve B. Benjamin Franklin (Scientist and Inventor. Franklin Watts Inc., 1990

*Stevenson, Aususta. Benjamin Franklin: Young Printer. Aladdin Paperbacks, 1988

Adler, David A. Benjamin Franklin: Printer, Inventor, Statesman. Holiday House, 1992

*Davidson, Margaret. Story of Benjamin Franklin, Amazing American. Yearling Books, 1988

*Fritz, Jean. What's the Big Idea, Ben Franklin?. Putnam, 1976

Kent, Deborah. Benjamin Franklin: Extraordinary Patriot. Scholastic Trade, 1993

Woodruff, Elvira. George Washington's Socks. Apple, 1993

*Fritz, Jean. George Washington's Breakfast. Putnam, 1988

*Santrey, Laurence. George Washington, Young Leader. Troll Assoc., 1989

*Gross, Ruth Belov. If You Grew Up With George Washington. Scholastic Trade, 1993

Morris, Jeffrey. The Washington Way (Great Presidential Decisions). Lerner Publications Co., 1994

Smith, Kathie Billingslea. George Washington (Great American Series). Little Simon, 1987

*Duey, Kathleen. Mary Alice Peale: Philadelphia, 1777 (American diaries, No 4). Aladdin Paperbacks, 1996

*Wagoner, Jean Brown. Martha Washington, America's First First Lady (The Childhood of Famous Americans Series). Aladdin Paperbacks, 1986

Forbes, Esther. America's Paul Revere. Houghton Mifflin, 1990

Wade, Mary Dodson. Benedict Arnold. Franklin Watts, Inc., 1994

Davidson, Mary R. Dolly Madison: Famous First Lady (A Discovery Biography). Chelsea House, 1992

Lindop, Edmund. George Washington, Thomas Jefferson, Andrew Jackson (Presidents Who Dared). Twenty First Century Books, 1995

Morris, Jeffrey. The Jefferson Way. Lerner Publications Co., 1994

Sandak, Cass R. The Jeffersons (First Families). Crestwood House, 1992

Richards, Norman. Monticello (Cornerstones of Freedom) Children=s Press 1995

Old, Wendi. Thomas Jefferson(U.S. Presidents). Enslow Pub., 1997

Meltzer, Milton. Thomas Jefferson: The Revolutionary Aristocrat. Franklin Watts, Inc. 1991

Hargrove, Jim. Thomas Jefferson,: Third President of the United States (Encyclopedia of Presidents). Children's Press, 1986

Monsell, Helen Albee. Tom Jefferson: Third President of the United States (Childhood of Famous Americans). Aladdin Paperbacks, 1989

*Shorto, Russell. Thomas Jefferson and the American Ideal (Henry Steele Commanger's Americans). Barrons, 1987

Green, Robert. King George III (First Book). Franklin Watts, Inc., 1997

*Fritz, Jean. Can't You make Them Behave, King George. Paper Star, 1996

II. COLONIAL LIFE

Fleishman, Paul. The Path of the Pale Horse. Harpercrest, 1983 (HN)

Warner, John F. Colonial American Home Life. Franklin Watts, Inc. 1993

*Carlson, Laurie. Colonial Kids: An Activity Guide to Life in the New World. Chicago Review, 1997

Howarth, Sarah. Colonial People (People and Places). Millbrook, 1994

*Kalman, Bobbie D. Colonial Life (Historic Communities Series). Crabtree, 1992

Barrett, Tracy. Growing Up in Colonial America. Millbrook, 1995

*McGovern, Ann. If You Lived in Colonial Times. Scholastic Trade, 1992

*King, David C. Colonial Days: discover the Past With Fun Projects, Games, Activities, and Recipes (American Kids in History Series). John Wily & Sons, 1998

Krensky, Stephen. The Printer's Apprentice. Yearling Books, 1996 (HN)

*Tripp, Valerie. Felicity: An American Girl (The American Girls Collection). Pleasant Co.,

1992 (HN)

*Tripp, Valerie. Felicity's Surprise: A Christmas Story (The American Girls Collection, Book 3). Pleasant Co. 1991 (HN)

*Tripp, Valerie. Felicity Learns a Lesson: A School Story (The American Girls Collection, Book 2). Pleasant Co. 1991(HN)

*Brenner, Barbara. If You Were There in 1776. Simon & Schuster, 1994

III. THE AMERICAN REVOLUTION

Massie, Elizabeth. Patsy's Discovery (Daughters of Liberty No 1). Minstrel Books, 1997 (HN)

Massie, Elizabeth. Patsy and the Declaration (Daughters of Liberty, No 2). Minstrel Books, 1997 (HN)

Massie, Elizabeth. Barbara's Escape (Daughters of Liberty, No 3). Minstrel Books, 1997 (HN)

*Dolan, Edward F. The American Revolution: How We Fought the War of Independence. Millbrooke, 1995

*Carter, Alden R. The American Revolution: War For Independence (A First Book). Franklin Watts, Inc., 1992

Bovet, Howard Edgger, Baranzini, Marlene Smith. Book of the American Revolution (Brown Paper School Uskids History). Little Brown & Co., 1994

Zell, Fran. A Multicultural Portrait of the American Revolution (Perspectives) Marshall Cavendish, 1995

Steins, Richard. A Nation is Born: Rebellion and Independence in America 1700-1820 (First Person America) Twenty First Century Books, 1995

*Hakim, Joy. The New Nation (A History of Us, 4). Oxford University Press, 1994

*Wilbur, Keith. The Revolutionary Soldier, 1775-1783 (Illustrated Living History Series). Chelsea House, 1997

Kaufman, Elizabeth Elias. Revolutionary War (Bipquiz). Sterling Publications, 1996

Gay, Martin and Kathlyn. Revolutionary War (Voices From the Past). Twenty First Century Books, 1995

*Stein, Conrad. Valley Forge (Cornerstones of Freedom). Children's Press, 1997

Hughes, Libby. Valley Forge (Places in American History). Dillon, 1993

*Gregory, Kristiana. The Winter of Red Snow: The Revolutionary War Diary of Abigail Jane Stewart (Dear America; 2). Scholastic Trade, 1996 (HN)

*Blivin, Bruce. The American Revolution (Landmark Books). Random House, 1987

Myers, Anna. The Keeping Room. Walker & Co., 1997 (HN)

Oleksy, Walter G. The Boston Tea Party. Franklin Watts, Inc., 1993

*Neely, Keith. Cornerstones of Freedom. The Boston Tea Party. Children's Press, 1994

O'Neill, Laurie A. The Boston Tea Party. Millbrook, 1996

IV. FOUNDING DOCUMENTS

*Fritz, Jean. Will You Sign Here, John Hancock. Paper Star, 1997

Hoig, Stan. It's the Fourth of July! Cobblehill, 1995

Kallen, Stuart A. The Declaration of Independence (Famous Illustrated Speeches and Documents). Abdo & Daughters, 1994

*Stein, Conrad. The Declaration of Independence (Cornerstones of Freedom). Children=s Press, 1995

*Levy, Elizabeth. If You Were There When They Signed the Constitution. Scholastic Trade, 1992

*Maestro, Betsy. A More perfect Union: The Story of Our Constitution. Lothrop Lee & Shepard, 1987

*Fritz, Jean. Shh! We're Writing the Constitution. Putnam, 1987

Judson, Karen. The Constitution of the United States. Enslow, 1996

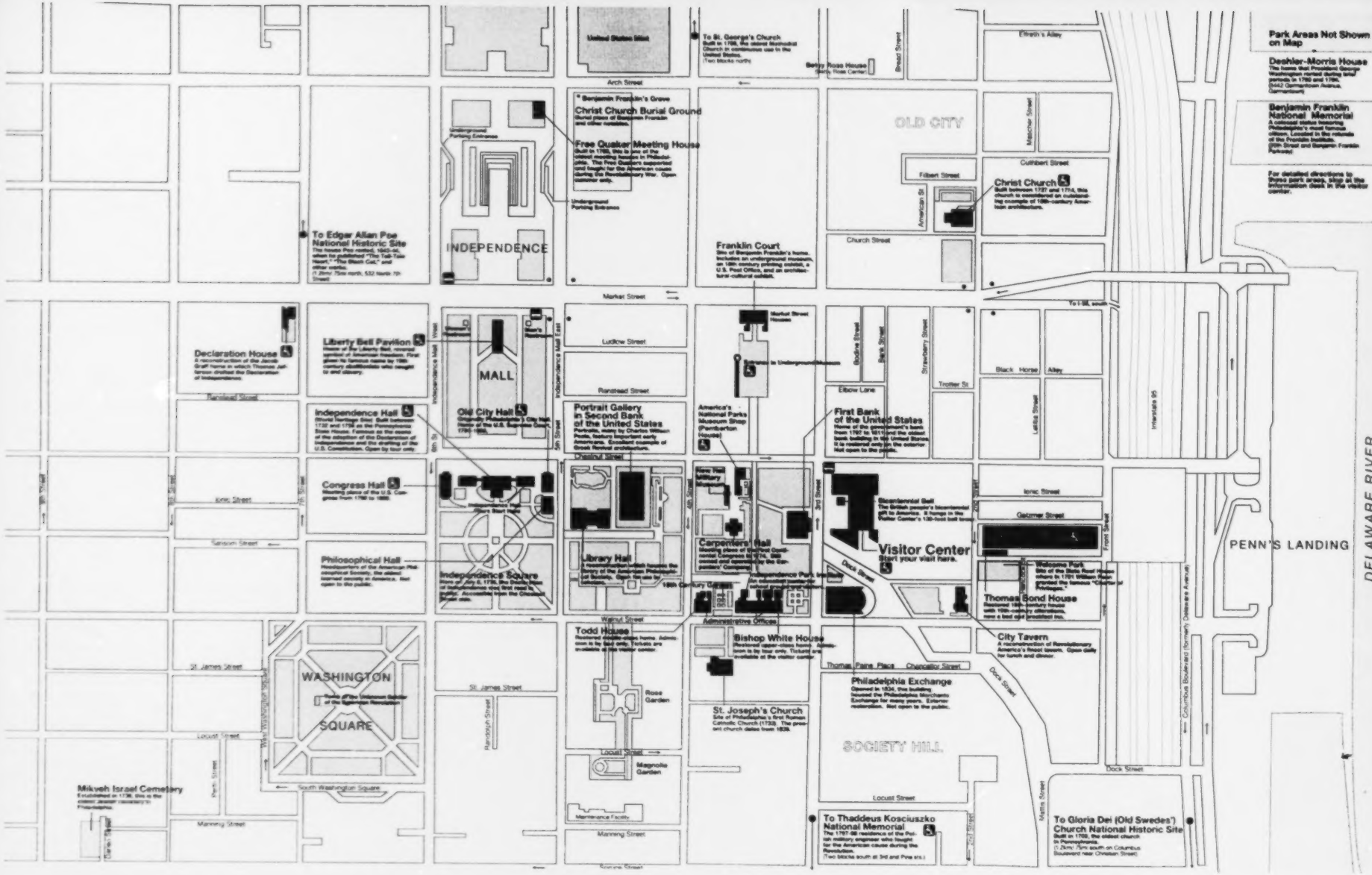
*Prowlman, Marilyn. The Constitution (Cornerstones of Freedom). Children's Press, 1995

*Stein, Conrad. The Bill of Rights (Cornerstones of Freedom). Children's Press, 1994

V. INDEPENDENCE NATIONAL HISTORICAL PARK

Steen, Sandra. Independence Hall (Places in American History). Dillon Press, 1994

*Sakurai, Gail. The Liberty Bell (Cornerstones of Freedom). Children's Press, 1996



BEST COPY AVAILABLE

Teacher's Guide to Independence National Historical Park

PART II. PARK THEMES

Independence National Historical Park has identified five primary themes upon which emphasis is placed in the development of the park's interpretive and educational programs. Following is a summary of the park themes, background information, and suggested lessons designed to connect the park themes to the curriculum.

THEME 1: Independence Hall and Related Park Structures.

BACKGROUND: The buildings preserved in Independence National Historical Park are not only associated with the Declaration of Independence and the U.S. Constitution but other aspects of America's founding and early years as well. Independence Hall was originally the State House for the province of Pennsylvania. Independence Square, or the State House Yard, was the scene of large political rallies held to protest British policies and was the site of the first public reading of the Declaration of Independence. It has been the site of many events commemorating the Declaration of Independence and the Constitution of the United States.

The First and Second Continental Congresses met in Carpenters' Hall and the State House. The Declaration of Independence was read publicly to the citizens of Philadelphia in Independence Square. During British occupation, the State House was used as a barracks and hospital for American prisoners. The U.S. Congress made Philadelphia the nation's temporary capital for ten precedent-setting years between 1790-1800. Congress met in the County Courthouse, today known as Congress Hall and the Supreme Court moved into Philadelphia's newly completed City Hall on State House Square. The Nation's first two presidents, Washington and Adams, were inaugurated in Congress Hall, and here the Bill of Rights were formally added to the Constitution. While meeting in Philadelphia, Congress admitted three new states on equal footing with the original thirteen Vermont, Kentucky, and Tennessee. Congress established a federal bank (the Bank of the United States) and a federal mint to regulate commerce and pay the nation's heavy debts.

Numerous sites and buildings are associated with the signers of the Declaration of Independence and the U.S. Constitution, including the reconstructed Graff House (Declaration House), where Thomas Jefferson wrote the Declaration of Independence. Seven signers are buried in Christ Church's yard and burial ground. The Second Bank, incorporated in 1816, was one of the most influential American financial institutions until its demise in 1836. New Hall, Philadelphia Exchange, Bishop White House, Todd House, and other sites in the park all have associations with early American government and its people.

RELATED PARK SITES: Independence Hall, Congress Hall, Old City Hall Carpenters' Hall, First Bank of the United States, Second Bank of the United States

LESSONS: Unit 1 Lesson 1: "A Walk Through Independence National Historical Park"

Unit 1 Lesson 2: "Independence Hall"

THEME 2: The Evolution of the American Idea of Democratic Government.

BACKGROUND: The Declaration of Independence, Articles of Confederation, the U.S. Constitution, and the Bill of Rights were adopted in Philadelphia during a period of world change. The founding documents of the United States brought together and applied two important political ideas: (1) the idea of limited, or constitutional, government), and (2) the idea of popular sovereignty.

People had taken their destiny into their own hands, had revolted against the established rulers, and had set up a government and governors of their own choosing. Liberty was the result. Enlightenment ideas - natural equality, inalienable rights, government by consent of the governed, and the ultimate right of revolution - had become part of the new nation through the writings of Thomas Jefferson, Thomas Paine, and others.

The American Revolution was the first step to realizing the ideals espoused in the founding documents. When the Continental Congress adopted the Declaration in July 1776, the Revolutionary War was over a year old. The war started after the colonists failed to obtain redress from Britain for their economic and political grievances. These grievances coalesced shortly after the French and Indian War. Within a decade colonial gratitude to the British for defeating the French had turned to revolution.

The independence movement began in the provincial assemblies and moved into debates in Congress. On June 7, 1776, in Philadelphia, Richard Henry Lee called for all political connections between the colonies and the Crown to be cut. On July 2 Congress approved the Resolution of Independence.

Written by Thomas Jefferson in about two weeks while he rented a room in the Graff House, the Declaration of Independence furnished a moral and legal justification for rebelling against an unjust king. The Declaration's political philosophy outlined the fundamental premises of national doctrine: that "all men are created equal," that they are "endowed by their creator with certain inalienable rights," and that they had the right to overturn an unsatisfactory government and establish a replacement.

From 1781 to 1787 the United States operated under the governmental framework of the Articles of Confederation. In May 1787 a Federal Convention convened in the Pennsylvania State House (Independence Hall) to draft amendments to the Articles of Confederation. After months of debate the delegates threw the Articles aside and went

ahead with the building of a wholly new form of government. The end result was the United States Constitution, adopted in September 1787. The Constitution provided a new frame of government, one which strengthened the central government and gave it the power to protect its people by raising an army and by raising funds through taxation. It created a flexible written set of guidelines that could be amended by the people for the people. The Constitution has been a timeless and evolving framework for over 200 years of national growth. Flexibility has been the key to its survival. Judicial interpretations and amendments have adapted the document to meet the evolving understanding of the ideals of equality and freedom.

RELATED PARK SITES: Independence Hall, Liberty Bell Pavilion, Congress Hall, Old City Hall, Carpenters' Hall

LESSONS: Unit 2, Lesson 1: " Constitutional Compromises "

Unit 2, Lesson 2: "The Declaration of Independence "

THEME 3: Benjamin Franklin.

BACKGROUND: Benjamin Franklin was a self-made and self-educated intellectual colossus whose interests far transcended politics. He won international renown as a printer, publisher, author, philosopher, scientist, inventor, philanthropist, diplomat, elder statesman of the revolution, and oldest signer of both the Declaration of Independence and the Constitution. Franklin was a towering figure in Philadelphia and in the founding of this nation. Born poor in Boston in 1706, Benjamin Franklin died in Philadelphia in 1790 wealthy, respected, and venerated.

Benjamin Franklin was principally self-taught. Apprenticed at an early age in the printing business, Franklin became a master of his craft. His annual Poor Richard's Almanac was second to the Bible in popularity in the colonies and was also sold overseas. Through Poor Richard he spoke frankly and openly, gave advice, and told stories, all in simple prose and with pointed humor. Franklin was an energetic and tireless intellectual. His long and varied career in science, politics, publishing, printing, journalism, writing, business, and diplomacy brought him honor at home and in Europe.

Franklin's apprenticeship as a boy drove him to flee Boston. The early struggle to liberate himself from tyranny probably influenced his sympathetic positions toward Native Americans, women, and African Americans. Franklin as a Pennsylvania assemblyman came to admire the political structure of the Iroquois Six Nations, which, he noted in 1750, had '.subsisted Ages, and appears indissoluble." Given their success in uniting politically, Franklin proposed a union for "ten or a Dozen English Colonies," a plan eventually adopted formally in 1754 at the Albany Conference (but never seriously followed). Franklin was a proponent of fair and equal treaties and trade with the Indians at a time when colonial relations with the western tribes tended to be devious and corrupted.

Franklin kept an open mind to the potential of women in society. He appointed his sister-in-law, Mary Franklin, as postmistress in Boston. Franklin's daughter, Sarah, was devoted to her father and to the Revolution. An ardent patriot, she organized a women's group that made more than 2,000 shirts for American soldiers. Although Franklin's reputation with women has been fashioned by myth in modern times, he had a very realistic appreciation of women, beginning with his wife, Deborah, whom he credited for her part in making his commercial enterprises profitable and for her care of the family and property during his prolonged absences abroad.

Franklin as a young man, owned and even sold slaves, but he had a change of heart after he met English abolitionist groups. Through the Bray Associates, an evangelical group of the Anglican Church, Franklin helped to organize the first school for blacks in Philadelphia in the early 1740s. He promoted the establishment of such schools in other communities throughout the colonies on his travels as postmaster general. By the close of his long life Franklin had become an active proponent of abolition, and he died the president of the Pennsylvania Society for the Abolition of Slavery, having presented the first petition against slavery to the United States Congress.

Perhaps his greatest asset was his ability to win peace - between individuals as well as between nations. Franklin's diplomacy, conciliation, accommodation, tolerance, and reasonableness served his city and country well. Other men involved with the forming of the new nation, such as Washington, Jefferson, and Adams, should be remembered in Philadelphia, but they have significant monuments elsewhere and their homes (Mount Vernon, Monticello, and the Old House in Quincy) have been preserved. Other founding fathers can be interpreted at the portrait gallery or other locations, but Franklin Court should be the place to interpret Franklin.

RELATED PARK SITES: Franklin Court, Underground Museum, Printing Office

LESSONS: Unit 3, Lesson 1: "The Life of Benjamin Franklin"

Unit 3, Lesson 2: "Franklin Quotes"

THEME 4: Eighteenth Century Philadelphia.

BACKGROUND: Philadelphia was the political, economic, and cultural center of colonial America. Centrally located, it provided the setting for the break with Great Britain, the crafting of a new form of government, and the seat of American government for 26 years. Founded on the Quaker principles of freedom and tolerance, Philadelphia boasted a diverse population that contributed to its dynamic and cosmopolitan character.

Pennsylvania was, next to Virginia, the most powerful of the colonies. The people of Philadelphia were tolerant of a wide range of religions and political beliefs. The irony is

that they were, like people everywhere, subject to social, political, economical, religious, and sexual hierarchies - and still produced the ideal of equality.

Philadelphia, founded in 1682 by William Penn, was the largest city in the colonies, growing from 30,000 in 1776 to 42,000 by 1790. It was cosmopolitan and sophisticated and the center of American commerce, science, medicine, and culture and was also one of the intellectual centers of the nation. There was a strong abolitionist element in Philadelphia, which was also the home of a vigorous free African-American urban culture. It. was also the home of the American Philosophical Society, the College of Physicians, and the University of Pennsylvania.

Merchants ran Philadelphia in the best tradition of Franklin's intellect, generosity, and social involvement. Still reflecting Quaker influence, Philadelphia was probably the cleanest, best governed, and most elegant of all American cities. It looked solid and prosperous. It had fine churches, the largest public building and public market, and the most bookshops, printers, publishing houses, and banks. It had a planned street system, street cleaning, a water supply, and a tradition of civic responsibility. Most of Philadelphia's streets were paved, with brick sidewalks, gutters, and curbs. However, Philadelphia's streets also had the trash insects, sanitation problems, and noise common to urban areas in the 18th century.

Philadelphia's population included lawyers, merchants, tradesmen, farmers, slaves, freedmen and women, sailors, and tavernkeepers. There were Anglicans, Lutherans, Catholics, Quakers, Methodists, and Moravians. The cosmopolitan and tolerant spirit of Philadelphia shaped the attitudes and decisions of the Continental Congress and Constitutional Convention delegates as they mingled, thought, wrote, discussed, worked, played, and established a new nation.

RELATED PARK SITES: Todd House, Bishop White House, Christ Church

LESSON: Unit 4, Lesson 1: "Remember the Ladies"

THEME 5: The Liberty Bell.

BACKGROUND: An international icon and one of the most venerated objects in the park, the Liberty Bell became a symbol of liberty because of its association with various struggles for freedom and not solely because of its association with the events of 1776-1787. It is irreparably damaged, it is fragile and imperfect, but (like the republic it symbolizes) it has weathered threats and has endured.

The Liberty Bell has a strong association with the concepts of civil and personal liberty and freedom. It is recognized worldwide and is matched only by the Statue of Liberty for its association with the rights of humankind. After arriving from England in 1752, the bell cracked during testing and was twice recast by local workmen. It was rung to proclaim

important public occasions in the state house (Independence Hall) bell tower until it cracked again, and over the decades its history became a blend of fact and fiction. The inscription on the bell, Proclaim LIBERTY throughout all the land unto all the inhabitants thereof, contributed to its status as an icon.

Over time the bell became a representation, most recently of world peace. Its image has been adopted as a symbol by those struggling for more than two centuries for individual and collective rights. To the enslaved, the bell stood for freedom from bondage. To the worker, the bell stood for the right to improved working conditions and a 10-hour day. To the voter, the bell stood for the freedom to choose. To the disenfranchised, the bell stood for the goal of suffrage. To the censored, the bell stood for free speech. To the politically oppressed, the bell stood for freedom from arbitrary government. To the oppressed, the bell stood for the rights of self-development and self-determination. Wherever rights are denied, the bell still stands for hope.

RELATED PARK SITE: Liberty Bell Pavilion

LESSON: Unit 5, Lesson 1: "The Liberty Bell: From Obscurity to Icon"

EVALUATION: E-mail comments and/or suggestions regarding this Guide to Frank Eidmann, or write to:

Special Events Office
Independence National Historical Park
313 Walnut Street
Philadelphia, PA 19106

THEME 1: Independence Hall and Related Park Structures

Unit 1, Lesson 1

LESSON: A Walk Through Independence National Historical Park

LESSON TYPE: Pre-visit

WORKSHEETS:

- Student Worksheet #1,
- Park Map

OBJECTIVES:

1. Students will demonstrate their ability to work together in cooperative learning groups to solve problems.

2. Students will demonstrate their ability to plan a tour of the park by locating park sites on a map.

3. Students will demonstrate an understanding of map reading skills, including an ability to measure distances according to scale, interpret legends, and determine direction.

TARGETED GEOGRAPHIC SKILLS

1. Interpret data from a map

2. Measure distances by scale

3. Determine compass direction

4. Read a legend

PROCEDURE:

1. Divide class into cooperative learning groups. Assign a group leader and a recorder.

2. Distribute copies of the park map and work sheet questions.

3. Explain how to read a legend, determine direction and measure scale.

4. Each group must have a ruler for measuring distances.

5. Have groups work together to arrive at the answers to the questions on the worksheet. Review answers together at the conclusion of the lesson.

Unit 1 Lesson 1: Student Worksheet

A WALK THROUGH INDEPENDENCE NATIONAL HISTORICAL PARK

1. Find the Visitor Center on the map.

   (a) What street is in front of the west entrance to the Visitor Center?

   (b) What important gift to the U.S. is located at the Visitor Center?

   (c) Is there wheel chair access to the Visitor Center?

2. Find the First Bank of the United States.

   (a) What street is it on?

   (b) Is the Bank open to the public?

   (c) During what years was the bank in operation?

3. List four other buildings that are not open to the public.

4. Which park building on the map is farthest from the Visitor Center?

   What is important about this building?

5. In what direction would you need to walk to get from the Visitor Center to Carpenters' Hall?

6. What historic event took Place in Carpenters' Hall?

7. Is Carpenters' Hall open to the public?_____ Is it wheel chair accessible?

8. What is the name of the restored middle class home in the park? _____ Where is it located?

9. What is the name of the restored upper-class home in the park?

   Where is it located? _____ Is it wheel chair accessible?

10. In what direction do you go to get from Independence hall to the Liberty Bell Pavilion? _____ How far is it (in feet) from Independence hall to

the Liberty Bell Pavilion?

11. What street is north of the Liberty Bell Pavilion?

12. If you were driving a car, what route would you take to get from the Liberty Bell Pavilion (on Market Street) to the front entrance to the Visitor Center on Third Street? (Be careful not to travel the wrong way on one way streets!)

13. What four famous buildings are located on Independence Square? _____ Which of these four buildings is not open to the public?

14. What streets border Independence Square?

15. What famous event took place in Independence Square?

16. How many feet apart are the Todd and Bishop White Houses?

17. Which Building houses the park's portrait Gallery? What street is it on?

18. What direction do you walk to get from the Declaration House to Washington Square?_____ From Washington Square to The Philadelphia Exchange?_____ From The Philadelphia Exchange to the Visitor Center? _____ From the Visitor Center to The Second Bank of the United States?

19. How long a walk is it around Washington Square?

20. How long a walk (in feet) is it from the Declaration House on Market Street to the Market Street Houses?

THEME 1: Independence Hall and Related Park Structures

Unit 1, Lesson 2

LESSON: Independence Hall

LESSON TYPE: Pre-visit, with On-Site Worksheet

WORKSHEET: U1-2.WS1

OBJECTIVE: Students will demonstrate an understanding of the important events which took place in Independence Hall and make observations about the building's architecture.

TARGETED HISTORICAL THINKING SKILLS:

Standard: Historical Research

Skill: Obtain historical data from a historical site.

PROCEDURE: Prepare students for their visit to Independence Hall by giving them the following background information:

a. Independence Hall was originally the State House of Pennsylvania.

b. Construction of the building began in 1732.

c. The building took approximately 15 years to construct, and when it was completed, it was one of the largest buildings in the colonies.

d. The building is a fine example of Georgian architecture. One of the features of this type of building design is symmetry. Symmetry means balance, in building design it is recognized by an even number of features (such as doors and windows) on either side of the building. (Students will need to understand this concept in order to complete the Worksheet)

e. The Liberty Bell, at the time called the State House Bell, once hung in the bell tower.

f. The Second Continental Congress and the Constitutional Convention both met in Independence Hall, thus making it one of the most historically

important buildings in the world.

Distribute the worksheet U1-2.WS1 and accompany the students on the ranger led tour of Independence Hall. The Worksheet can be completed on-site and/or be used as a post-visit follow-up activity.

Unit 1 Lesson 2: Student Worksheet

INDEPENDENCE HALL

1. As you face the back of Independence Hall, what examples of symmetry do you see in the building's architecture?

2. What additional examples of symmetry do you notice in the two rooms on the first floor of Independence Hall?

3. What is the name given to the chair behind the Speaker's desk in the Assembly Room of Independence Hall? Who gave the chair its name?

4. What two great documents in our nation's history took shape in Independence Hall?

5. In the courtroom, what is the cage-like structure called and what was its purpose?

6. What is the reason for having open archways instead of doors as you enter the courtroom?

7. In the 1700s the building we know today as Independence Hall was called:_____. Why do you think the building later became known as Independence Hall?

THEME II: The Evolution of the American Idea of Democratic Government

Unit 2, Lesson 1

LESSON: Constitutional Compromises

LESSON TYPE: Pre-Visit

WORKSHEET: Constitutional Comprimises Student Worksheet

OBJECTIVES: At the completion of this lesson, students will:

1) Understand the concept of compromise;

2) Understand the historical importance of the compromises reached during the Constitutional Convention; specifically, the "Three-Fifths Compromise";

3) Demonstrate an ability to work cooperatively to arrive at solutions to problems.

TARGETED HISTORICAL THINKING SKILLS:

Standard: Historical Issues-Analysis and Decision-Making

Skills:

A. Identify problems and dilemmas in the past.

B. Analyze the interests and values of the various people involved.

C. Identify causes of the problem or dilemma.

D. Propose alternate choices for addressing the problem.

E. Formulate a position or course of action on an issue.

F. Identify the solution chosen.

G. Evaluate the consequences of a decision.

Standard: Historical Analysis and Interpretation

Skills:

A. Consider multiple perspectives.

B. Compare and contrast differing sets of ideas.

PROCEDURE:

1. Provide definitions to the following vocabulary words contained in the lesson. Understanding of the meaning of these words is essential to successful completion of the lesson:

   a) Compromise: An agreement to settle differences whereby each side gives up something they want. Give the following example:

   Problem: John wants to stay out until midnight on Saturday nights with his friends, his parents want him home by 8:00 p.m.

   Compromise: John and his parents agree to allow him to stay out until 10:00 p.m.

   b) Population: The number of people living in an area.

   c) Census: A population count.

2. Discuss the following background information with the students in order for them to understand the historical context of the lesson:

   In the summer of 1787, 55 men met in the Philadelphia State House (Independence Hall). They were delegates from 12 of the 13 states (Rhode Island did not send any delegates). They met to re-write the Articles of Confederation which, some delegates felt did not give the central government enough power. George Washington was elected president of the convention. Many differences of opinion about the power of the government were argued at the convention. Rather than re-write the Articles of Confederation, the group decided to write a new Constitution. In order to get all the states to approve of the new Constitution, compromises had to be made.

3. Divide the class into cooperative learning groups. Assign one member of each group to be the recorder, another to be the group leader. Distribute copies of the "Constitutional Compromises" worksheet to the groups. Prepare the students for the exercise by reading the background information and the problem from the worksheet.

4. Explain procedure for multiplying a whole number by a fraction, or explain how to

arrive at answer by use of a calculator. Give examples.

5. Have students work in groups to arrive at the answers to the questions following the passage.

6. Review the answers as a group. Provoke students to discuss the status of slaves evidenced from the compromise, and why the phrase "All men are created equal" in the Declaration of Independence was more restrictive than it sounds today. The term "men" applied only to propertied male citizens and excluded women, slaves, and Native Americans. Stimulate discussion on what students think about this restrictive interpretation.

Unit 2 Lesson 1: Student Worksheet

CONSTITUTIONAL COMPROMISES

The Constitution of the United States would never have been approved by representatives of the original 13 colonies had it not been for the ability of the delegates at the Constitutional Convention to compromise when they had differences of opinion.

When people disagree on important matters, the best way to settle those differences is for each side to give in a little until both sides can agree. This is exactly what happened during the Constitutional Convention in 1787. Big states had different interests from the smaller states, and southern states had different interests from the northern states. The delegates had to compromise in order to come up with a Constitution all the states would approve.

Read the following problem describing one of the differences which was settled by compromise and answer the questions which follow.

A census is a count of the number of people living in an area. A census is held every 10 years to determine the population of the states and the country. The more people a state had, the more representatives they had in Congress. States with more representatives had more power than those with fewer representatives. The northern states had fewer slaves than the southern states, and argued that because slaves were not citizens and couldn't vote, they should not be counted in the census. The southern states wanted to count the slaves in the census. By counting slaves they would have more representatives in Congress, and therefore more power. Although the southern states wanted to count their slaves in the census, they did not want them to be able to vote, and they did not want them to be citizens.

The following compromise was reached: Slaves would not become citizens, and they would not be allowed to vote. However, the states could count their slaves in the census. Each slave would equal 3/5ths of a person, in other words, every 5 slaves would be counted as three persons.

1. How do think the slaves felt about being counted as less than full people? Do you think this was a fair compromise? Why?

2. Suggest other compromises that could have been reached to settle this argument?

3. Following are the number of slaves living in the Colonies in three different census years. Using your knowledge of fractions, figure out how many "persons" they equaled for census purposes. To do this you have to multiply 3/5 X the number of slaves.

Year	Slave Population	Number of "persons"
1790	698,000=	_____
1800	892,000=	_____
1810	1,192,000 =	_____

THEME II: The Evolution of the American Idea of Democratic Government

Unit 2, Lesson 2

LESSON: The Declaration of Independence

LESSON TYPE: Pre-Visit

WORKSHEETS: Unit 2, Lesson 2 Student Worksheet #1

Unit 2, Lesson 2, Student Worksheet # 2

Unit 2, Lesson 2, Student Worksheet #3

Unit 2, Lesson 2, Student Worksheet #4

OBJECTIVES:

1. Students will demonstrate an understanding of a sampling of the grievances against King George III presented in the Declaration of Independence.

2. Students will demonstrate an ability to formulate compromise solutions to problems.

TARGETED HISTORICAL THINKING SKILLS

Standard: Historical Issues--Analysis and Decision-Making

Skills:

A. Identify problems and dilemmas in the past.

B Analyze the interests and values of the various people involved.

C. Identify causes of the problem or dilemma.

D. Propose alternate choices for addressing the problem.

E. Formulate a position or course of action on an issue.

F. Identify the solution chosen.

G. Evaluate the consequences of a decision.

VOCABULARY:

1. grievance - complaint

2. legislature - a group of representatives which is the law-making part of government

3. representatives - individuals elected by the people to be members of the legislature; they represent the people in law-making decisions.

4. Parliament - the name of the legislature in Great Britain

5. trial by jury - the process of an accused person's fate being decided by a group of citizens instead of only by a judge

BACKGROUND:

The Declaration of Independence set out the reasons for the Colonial break with the British Empire. These reasons make up a set of grievances against King George III of Great Britain. The King chose to ignore the greivances of the Colonists, and, in a move to retain his complete power over the Colonies, decided to continue the war against them.

Examples of some of these grievances include:

1. The King has canceled legislatures in the Colonies when they do not agree with him.

2. The King has ordered his army to be stationed in the Colonies even when there was no war and the Colonial Legislatures were not asked to decide on this.

3. The Colonists have been required to provide housing for the King's soldiers in their own homes.

4. The King and Parliament have forbidden the Colonists to trade with any other country, except Great Britain.

5. The King and Parliament have forced the Colonists to pay taxes to Great Britain without giving the Colonists a chance to state their opinion on this.

6. The King and Parliament have, in many cases, prevented accused Colonists from having a trial by jury.

PROCEDURE:

1. Present vocabulary and background information.

2. Divide class into cooperative learning groups. Give each group a different worksheet. Each worksheet requires the students in the group to analyze one of theDeclaration's grievances, speculate as to why the colonists objected to the circumstances, and suggest a possible response from King George III which would have resolved his differences with the Colonists.

3. As groups report their responses to the entire class, list those responses on the board or on chart paper.

4. Lead a whole-class discussion, based on the listed responses, which considers how the history of the United States might have been different had the King resolved his differences with the Colonies.

Unit 2, Lesson 2: Student Worksheet #1

DECLARATION OF INDEPENDENCE

Grievance: The Declaration of Independence states that King George III "... has dissolved Representative Houses repeatedly, for opposing with manly Firmness his Invasions on the Rights of the People.."

What It Means: Each of the English colonies were headed by a governor who was appointed by the King of England. It was the governor's job make sure that all the King's orders and laws were carried out. The colonists were allowed to elect representatives for their local assemblies, or legislatures. The legislatures were responsible for local laws and for collecting local taxes. The governor or the King could cancel any law passed by the locally elected legislatures and could even fire the legislators and order new elections. When local legislatures opposed laws enacted by the King, they were frequently dismissed.

Answer the Following:

1. If you were an American colonist would you object to the King doing away with legislatures which disagreed with his actions? Why?

2. Imagine you are King George III and that you want to make peace by cooperating with the colonies. How would you respond to this complaint?

Unit 2, Lesson 2: Worksheet #2

DECLARATION OF INDEPENDENCE

Grievance: The Declaration of Independence states that King George III "...has kept among us, in times of Peace, Standing Armies, without the consent of our Legislatures."..and protects them "...by a mock Trial, from Punishment for any Murders which they should commit on the Inhabitants of these States."

What it Means: The King ordered his army to be stationed in the Colonies even when there was no war. The King's army took orders from the governor and the King, not from the colonial legislatures. While most colonists did not object to the army protecting them from harm by their enemies, they did object to the army being used to enforce the King's laws. Soldiers accused of committing crimes were not tried in colonial courts.

Answer the Following:

1. If you were an American colonist would you object to British troops being stationed in the colonies in times of peace? Why? Should soldiers accused of wrongdoing be tried in colonial or English courts? Why.

2. Imagine you are King George III and that you want to make peace by cooperating with the colonies. How would you respond to this complaint?

Unit 2, Lesson 2: Student Worksheet #3

DECLARATION OF INDEPENDENCE

Grievance: The Declaration of Independence states that King George III is guilty of "... depriving us, in many Cases, of the Benefits of Trial by Jury;" and "...For transporting us beyond Seas to be tried for pretended Offences."

What It Means: American colonists accused of serious violations of the laws imposed by Great Britain were sometimes transported to England and placed on trial before a judge without a jury.

Answer the Following:

1. If you were an American colonist would you object to being tried without a jury? Why?

2. If you were an American colonist accused of a crime, where would you prefer to be tried, in England or your home colony? Why?

3. Imagine you are King George III and that you want to make peace by cooperating with the Colonies. How would you respond to this complaint?

Unit 2, Lesson 2: Worksheet #4

DECLARATION OF INDEPENDENCE

Grievance: The Declaration of Independence accuses King George III of "...imposing Taxes on us without our Consent."

What it Means: American colonists did not vote for representatives in the English Parliament, however; Parliament had the right to impose taxes on the colonists. Many colonists believed this to be unfair; it was their belief that only elected officials should have the right to impose taxes. If an elected official voted for a tax which was unpopular with the citizens, the citizens would have the power to vote the official out of office.

Answer the Following:

1. Under our system of government, elected officials (congressmen) vote on tax bills. If you did not approve of the tax bills voted on by your congressman, what could you do?

2. If congressmen did not depend upon votes for reelection, do you think they would be more or less likely to pass unpopular tax laws? Why?

3. Since members of Parliament did not depend upon the votes of the American colonists for reelection, do you think they would be more or less likely to pass unpopular tax laws?

THEME III: Benjamin Franklin

Unit 3, Lesson 1

LESSON: The Life of Benjamin Franklin

LESSON TYPE: Pre-visit

WORKSHEETS: Unit 3, Student Worksheet #1: " Franklin's Autobiography"

Unit 3, Student worksheet #2: " Franklin's Biography"

OVERVIEW: Students will read and interpret biographical and autobiographical accounts of Benjamin Franklin's life.

OBJECTIVES:

1. Students will differentiate between primary source and secondary source documents.
2. Students will interpret the meaning of a historical record.
3. Students will engage in a creative writing exercise to reinforce their understanding of a historical narrative.

TARGETED HISTORICAL THINKING SKILLS:

Standard: Historical Comprehension

Skills: Reconstruct the meaning of a historical passage.

Read historical narratives imaginatively.

PROCEDURE:

1. Distribute copies of the excerpt from Benjamin Franklin's Autobiography (Worksheet #1), and the biographical account of his life (Worksheet #2).
2. Discuss with students the difference between a biography and an autobiography.

3. Explain to the students that the first passage they will read and interpret is Benjamin Franklin's autobiographical account of his arrival in Philadelphia in 1723 at the age of 17.

4. Read passage aloud, with students following along. Take time to explain unfamiliar language.

5. Reread the following passage: "A man being sometimes more generous when he has but a little money than when he has plenty, perhaps through fear of being thought to have but little." Discuss the meaning of the statement and ask students to speculate why Benjamin Franklin insisted on paying for his boat ride across the Delaware River.

6. Have students reread passage independently imagining themselves in Benjamin Franklin's circumstances; arriving in a strange city, tired, hungry, and with very little money. Have them write a letter to their parents recounting their journey, expressing their hopes, fears, and concerns, pretending they are Benjamin Franklin.

7. Distribute copies of the biographical account of Benjamin Franklin's life. Have students read the passage independently and answer the questions which follow. Discuss answers with the group.

Unit 3, Lesson 1: Student Worksheet #1

FRANKLIN'S AUTOBIOGRAPHY

"I was in my working dress, my best clothes being to come round by sea. I was dirty from my journey; my pockets were stuffed out with shirts and stockings, and I knew no soul nor where to look for lodging. I was fatigued with travelling, rowing, and want of rest, I was very hungry; and my whole stock of cash consisted of a Dutch dollar, and about a shilling in copper. The latter I gave the people of the boat for my passage, who at first refused it, on account of my rowing, but I insisted on their taking it. A man being sometimes more generous when he has but a little money than when he has plenty, perhaps through fear of being thought to have but little.

"Then I walked up the street, gazing about till near the markethouse I met a boy with bread. I had many a meal on bread, and, inquiring where he got it, I went immediately to the baker's he directed me to, in Second-street, and asked for biscuit, intending such as we had in Boston; but they, it seems, were not made in Philadelphia. Then I asked for a three-penny loaf, and was told they had none such. So not considering or knowing the difference of money, and the great cheapness nor the names of his bread, I bad him give me threepenny worth of any sort. He gave me, accordingly, three great puffy rolls. I was surprised at the quantity but took it, and, having no room in my pockets, walked off with a roll under each arm, and eating the other. Thus I went up Market Street as far as Fourth Street, passing by the door of Mr. Read, my future wife's father; when she, standing at the door, saw me, and thought I made, as I certainly did, a most awkward, ridiculous appearance.'"

Unit 3, Lesson 1: Student Worksheet #2

FRANKLIN'S BIOGRAPHY

Benjamin Franklin was born the son of a candle and soap maker in Boston, Mass. on January 17, 1706. The house he was born in no longer stands. The house had four rooms, two on the first floor and two on the second floor. Only one room had a fireplace or any light. Benjamin had nine brothers and seven sisters. When he was eight years old his father sent him to Boston Grammar School, but he dropped out in less than a year. He later spent one more year in a school run by a famous man by the name of Mr. Brownell. He learned to write well, however he failed arithmetic.

Having spent less than two years in school, he went to work in his father's candle shop. Benjamin disliked the work; at the age of twelve he became an apprentice to his brother James who owned a printing shop. In return for learning the printing trade, Benjamin had to agree to work in his brother's shop for nine years for little or no pay. His brother gave him a room in his house to sleep in and provided him with meals. Benjamin enjoyed the printing trade, but did not get along with his brother James.

In 1723 at the age of 16, after working for his brother for five years, Benjamin ran away to New York. Unable to find work as a printer in New York, he continued on to Philadelphia. He took a boat to New Jersey, walked in the rain across New Jersey, and then continued by boat down the Delaware river to Philadelphia.

He soon opened his own printing shop out of which he published a newspaper. By the age of 24, Franklin was the owner of one of the busiest printing and publishing buisinesses in the city of Philadelphia. He was so successful that by the time he was 42 he had enough money to retire. After retiring, Franklin spend his time writing and inventing. He invented the cast-iron fireplace (Franklin Stove), which heated a house much better than common stoves of the day. He also invented bifocal glasses and did many experiments with electricity. Franklin was very interested in helping the people of Philadelphia lead better lives. He founded the first library, the first fire department, the first hospital, and a school, which would later become the University of Pennsylvania. He became a leader in the fight for independence from Great Britain, and later became the first colonial postmaster-general. He helped write the Declaration of Independence and was one of its signers.

Benjamin Franklin helped write the Treaty Of Paris which ended the War with England in 1783. He would later help write the United States Constitution at the Constitutional Convention held in Philadelphia in 1787.

ANSWER THE FOLLOWING QUESTIONS

1. Benjamin Franklin became one of the most learned men in America. With only two years of schooling, how do you think he learned so much? Do you think it would be likely today for someone to become as successful as Benjamin Franklin was with only two years of school? Why?

2. From the description of Benjamin Franklin's home, do you think it would have been easy for him to study? Why?

3. Benjamin Franklin made his fortune in the printing business. If he had become a candlemaker like his father, do you think he would have become a famous writer, inventor and statesman? Why?

4. List three of Benjamin Franklin's most important achievements. What do you think his most important achievement was? Why?

THEME III: Benjamin Franklin

Unit 3, Leson 2

LESSON: Franklin Quotes

LESSON TYPE: On-Site and Post-Visit

WORKSHEETS: Unit 3, Lesson 2: Worksheet #1

Unit 3, Lesson 2: Worksheet #2

Unit 3, Lesson 2: Worksheet #3

Unit 3, Lesson 2: Worksheet #4

LOCATION: Franklin Court, Underground Museum

OBJECTIVE: Students will record and interpret quotations from Benjamin Franklin about various subjects.

PROCEDURE: In the Underground Museum in Franklin Court there is a display in which students can read quotations taken from Benjamin Franklin's Poor Richard's Almanac. The display is divided into four stations, each with a list of different topics. By selecting a numbered topic, the student can read and record what Benjamin Franklin had to say about the subject. Four student worksheets are provided, one for each of the stations. Divide the class into four groups, each group receiving a different worksheet. On each student's worksheet, circle three or four numbered subjects, so that no two students have the same subjects. Students are to record the Franklin quote on the subjects they are assigned.

POST VISIT ACTIVITIES

1. Have students recite the quotes they were assigned and explain their meanings. Engage the class in discussion of the meaning of each of the quotes.

2. Have students create their own individual Almanacs titled after their own names, such as Poor (student's name) Almanac. Provide students with the following list of topics from which they are to write short statements (no more than one sentence each) about:

|Love| |War| |Hatred| |Parents| |Money| |School| |Teachers| |Friends| |Work| |Play|

Unit 3, Lesson 2: Student Worksheet #1

FRANKLIN QUOTES

Record what Benjamin Franklin had to say about the circled topics below.

STATION NUMBER 1

#6 Blacks in a White Environment

#10 Drink and Care

#11 Wet and Dry

#12 Counsel and Wine

#13 Time and Drink

#17 Work and Prayer

#18 Fat and Lean

#19 Eating and Death

#20 Eating and Dress

#21 Council Before Dinner

#22 Cookery and Mankind

#23 A Rhyme about Eating

Unit 3, Lesson 2: Student Worksheet #2

FRANKLIN QUOTES

Record what Benjamin Franklin had to say about the circled topics below.

Station Number 2

#2 A Word of Caution

#4 An Analogy

#7 The Secret of Keeping a Secret

#8 Gratitude

#9 Kings and Bears

#10 Vanity

#11 At Ages 20, 30 and 40

#17 The Miracle

#22 Poverty, Luxury, Avarice

#23 Definition of Wealth

#25 A Test of Memory

#26 Lending Money

#27 Light and Heavy

#28 A Rhyme

Unit 3, Lesson 2: Student Worksheet #3

FRANKLIN QUOTES

Record what Benjamin Franklin had to say about the circled topics below.

Station Number 3

#1 The Best Physicians

#2 Beware

#3 A Word of Advice

#4 God and Doctor

#13 The First Mistake

#17 Death and Taxes

#19 The Necessity of Religion

Unit 3, Lesson 2: Student Worksheet #4

FRANKLIN QUOTES

Record what Benjamin Franklin had to say about the circled topics below.

Station Number 4

#4 Enemies

#10 War and Peace

#13 Marriage and Love

#14 Great Riches

#15 A Ship and a Women

#16 Advice

#17 Three Faithful Friends

#18 A Question

THEME IV: 18th Century Philadelphia

Unit 4, Lesson 1

LESSON: Remember the Ladies

LESSON TYPE: Pre-visit

WORKSHEETS: Unit 4, Lesson 1: Student Worksheet #1

OVERVIEW: Students read and interpret excerpts of letters between Abagail Adams and John Adams in which their views on the status of women are espoused.

OBJECTIVES:

1. Students will gain an understanding of the legal and social status of women during the founding period of the United States.

2. Students will analyze and appraise ideas about the rights of women during the colonial period.

TARGETED HISTORICAL THINKING SKILLS:

Standard: Historical Comprehension

Skills:

A. Identify the author or source of the historical document or narrative.

B. Reconstruct the literal meaning of a historical passage

C. Identify the central question(s) of the historical narrative addresses.

D. Read historical narratives imaginatively..

E. Appreciate historical perspectives.

Standard: Historical Analysis and Interpretation

Skills:

A. Formulate questions to focus their inquiry and analysis.

B. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.

Standard: Historical Issues-Analysis and Decision-Making

A. Identify problems and dilemmas in the past.

B. Analyze the interests and values of the various people involved.

PROCEDURE:

1. Prior to reading and interpreting the letters of Abigail and John Adams, it will be necessary to explain to the students who Abigail and John Adams were and the historical context in which their letters were written. Discuss with the students the following background information about eighteenth-century colonial women and John and Abigail Adams:

   Women of the eighteenth-century were treated very differently then they are today. Whereas today men and women have the same rights, this was not true during colonial times. Colonial women were not allowed to vote, serve on juries, manage property, sign contracts, or take part in politics. Women were also barred from most occupations, and discouraged from continuing their educations. Women were expected to stay at home and take care of their husbands and children.

   A woman's place in society was determined by who she married, not by her individual accomplishments. Because of limited educational and employment opportunities, women married early in life. Once married, a woman became totally dependent upon her husband. She kept no legal right to her earnings or even her personal belongings. Any money or land a woman possessed became the property of her husband once she married.

Abigail Adams was born is Massachusetts in 1744. Abigail had no formal schooling, but she learned much from her parents. Her father was a minister and he encouraged Abigail to select and read books from his large private library. Abigail married John Adams, a Massachusetts lawyer and the first Vice-President of the United States. He became the second president in 1797. Unlike many women of her day, Abigail was both knowledgeable and vocal about political issues concerning the colonists. John Adams respected her views and often sought her opinion on matters of government.

The letters to be studied in this lesson were exchanged between Abigail and John Adams between the months of March and May 1776. The war between the colonies and Great Britain had been going on for a year. John Adams was in Philadelphia representing Mass. at the Second Continental Congress, while Abigail was at her

home in Mass. Independence had not yet been declared, however there was growing support for doing so. On June 7, 1776 Richard Henry Lee of Virginia introduced a resolution declaring the colonies to be free and independent states. On July 2, 1776 Lee's resolution was adopted after a heated debate in which John Adams played a dominant role. Two days later, the Congress formalized this act by adopting the Declaration of Independence.

2. In order to fully understand the meaning and subtleties of the letters to be read as part of this lesson, students will first have to become familiar with the vocabulary. This can be accomplished in a number of ways depending upon the level of reading comprehension skills of the students. Difficult and out of use language in the passages are italicized and definitions of these words are provided at the end of the passage. More advanced readers will be able to independently read the passages and interpret their meaning by reference to the vocabulary section. Less capable readers will benefit more by having the letters read aloud, with explanation given for the more difficult vocabulary. Choose which method best applies and distribute the worksheets to the students.

3. Have students respond to the questions following each letter, either independently, followed by group discussion of the answers, or as a group with the teacher directing the questioning and discussion.

4. Divide the class into two groups. Have them imagine they are adults in 1776. Lead a debate on the issue of women's rights; one group advocating Abigail Adam's position and the opposing group advocating the position of John Adams.

ON-SITE EXTENSION ACTIVITY:

Visit the Second Bank and view the portrait of John Adams in the Declaration Signers Gallery. Ask students for their observations about the signers. Students should readily recognize the fact that there were no women in the group.

Unit 4, Lesson 1: Student Worksheet #1

REMEMBER THE LADIES

Abigail Adams to John Adams

March 31, 1776

I long to hear that you have declared an independency, and by the way, in the new code of laws which I suppose it will be necessary for you to make, I desire you would remember the ladies ...Do not put such unlimited power into the hands of the Husbands. Remember all Men would be tyrants if they could. If particular care and attention is not paid to the ladies, we are determined to foment a Rebellion, and will not hold ourselves bound by any Laws in which we have no voice, or Representation.

That your Sex are Naturally Tyrannical is a Truth so thoroughly established as to admit of no dispute. But such of you as wish to be happy willingly give up the harsh title of master for the more tender and endearing one of friend. ... Men of sense in all ages abhor those customs which treat us only as the vassals of your sex.

VOCABULARY

independency: American independence from Great Britain

code of laws: Constitution

tyrants: mean spirited demanding leaders; dictators

foment a rebellion: start a revolt

Tyrannical: acting like a dictator

admit to no dispute: cannot be denied

endearing: pleasing

abhor: hate

vassals: slaves

QUESTIONS

1. This letter was written just a few months before the Second Continental Congress (which John Adams was a member of) voted for independence from

Great Britain. Abigail Adams knew her husband was in favor of independence. Was Abigail Adams eager for independence from Great Britain?

2. What does Abigail Adams hope will happen when independence from Great Britain is declared?

3. What does Abigail Adams think about men?

4. What does Abigail Adams threaten to do if women are not given representation in the new laws of the land?

5. What does Abigail Adams suggest husbands do if they want to be happy in their marriages?

John Adams to Abigail Adams

April 14, 1776

As to your extraordinary Code of Laws, I cannot but laugh. We have been told that our Struggle [the rebellion against Great Britain] has loosened the bands of Government everywhere. That Children and Apprentices were disobedient-that schools and Colleges were grown turbulent-that Indians slighted their Guardians and Negroes grew insolent to their Masters. But your Letter was the first intimation that another Tribe [women] more numerous and powerful than all the rest [had] grown discontented.

... Depend upon it, we know better than to repeal our Masculine systems. We are obliged to go fair, and softly, and in Practice, you know We are the subjects. We have only the Name of Masters, and rather than give up this, which would completely subject Us to the Despotism of the Petticoat, I hope General Washington, and all our brave Heroes would fight....

VOCABULARY

extraordinary: amazing

loosen the bands of Government: lessened government control

Apprentices: children learning a trade

grown turbulent: become disorderly

slighted: disrespected

grew insolent: became rude

intimation: hint

grown discontented: became unhappy

repeal: do away with

Masculine systems: laws favoring men

subjects: people under the control of others

Despotism of the Petticoat: unfair rule of women

QUESTIONS

1. Does John Adams seem to take his wife's suggestions seriously?

2. What other groups, besides women, does John Adams claim are demanding more freedoms from the government? What do these groups have in common with women?

3. From reading John Adams' letter, do you think he would fight hard for more rights for women?

4. John Adams tells his wife Abigail that although the laws favor men, women are the real masters and the men are the subjects. What do you think he means by this?

5. How do you think Abigail Adams felt when she read her husband's letter?

Abigail Adams to John Adams

May 7, 1776

I cannot say that I think you very generous to the Ladies, for whilst you are proclaiming peace and good will to Men, Emancipating all Nations, you insist upon retaining an absolute power over Wives. But you must remember that Arbitrary power is like most other things which are very hard, very liable to be broken-and notwithstanding all your wise Laws and Maxims we have it in our power not only to free ourselves but to subdue our Masters, and without violence throw both your natural and legal authority at our feet....

VOCABULARY

whilst: while

proclaiming: announcing

Emancipating: freeing

retaining: keeping

absolute: complete

Arbitrary: unreasonable

liable: likely

notwithstanding: in spite of

Maxims: rules

subdue: control

QUESTIONS

1. Does Abigail Adams appear to be pleased with her husband's views on women's rights?

2. John Adams was on the committee to help write the Declaration of Independence. The second paragraph of the Declaration of Independence, states that : "We hold these truths to be self-evident: that all men are created equal...". Who do you think John Adams and the other signers of the Declaration of Independence were referring to by "all men"? Do you think they meant to include women? slaves? Indians?

3. Abigail Adams states in her letter that women have the power to control their masters (husbands) without violence. What powers do you think she was referring to?